
Rhode Island PreK Technology / Approaches to Learning

FREE PREVIEW

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

State	Rhode Island
Grade	PreK (Early Childhood)
Subject	Technology / Approaches to Learning
Course category	Early Learning Domain
Standards family	Computer Science / Technology
Framework	Rhode Island Early Learning and Development Standards (2023)
Issuing agency	Rhode Island Department of Education
Scope	36 instructional weeks · 180 instructional days · 9 units

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

What you get

Folder	Contents
01 START HERE	Read-me, contents, printing and digital instructions, standards verification guide, this preview
02 FILLED FULL YEAR	Completed planner in colour and ink-friendly PDF, plus editable DOCX
03 BLANK EDITABLE	Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX
04 ASSESSMENTS AND DATA	Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist
05 SCHOOL SUBMISSION	Submission covers, alignment summary, evidence checklist, observation, reflection, signature page
06 LICENSE AND CREDITS	Terms of use, credits and licences, copyright notice

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

Week 9 — This Is Tricky

Unit 3: Sticking With It · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	What do I do when something is hard?
Standards	Sticking With It -> CD 3.a CD — Children's skills increase in filtering impulses and sustaining attention on a task.
Learning target	"I can try something hard."
Local dates	_____ (enter your school dates)

Measurable objectives

- Children will attempt a genuinely difficult task.
- Children will name the feeling of difficulty.

Success criteria (student-friendly)

- "I notice it is hard."
- "I try anyway."
- "I say how it feels."

Academic vocabulary

hard, tricky, difficult, try, frustrated

Materials and technology

- Graduated puzzles
- Challenging construction
- Timer
- Chart paper
- Self-talk cards

Differentiation and supports

Support area	This week's plan
Special education / IEP	Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.
Section 504	Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.
Multilingual learners	Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language.
Advanced / extension	Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.

Support area	This week's plan
Intervention / reteach	Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps.
Enrichment	Extend into an open-ended centre or project connected to the essential question.

Assessment and evidence

Child attempts a difficult task without immediate refusal.

Family communication

Let the child struggle a little before helping.

Day 41 — Hard Is Not Bad

Week 9, Day 1 · Unit 3 · Standards: CD 3.a

Focus	Reframing difficulty.
Learning target	"I can try something hard."
Vocabulary in use	hard, tricky, difficult
Local date	_____

Learning sequence

Circle: hard means your brain is working. Model: teacher attempts something hard aloud. Practice: children try a hard task. Play: challenge station.

Check for understanding

Child attempts a hard task.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 42 — How Tricky Feels

Week 9, Day 2 · Unit 3 · Standards: CD 3.a

Focus	Naming frustration.
Learning target	"I can try something hard."
Vocabulary in use	hard, tricky, difficult
Local date	_____

Learning sequence

Circle: what does tricky feel like in your body? Model: teacher describes. Practice: children describe. Play: challenge station.

Check for understanding

Child names the feeling of difficulty.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 43 — What I Do When It Is Hard

Week 9, Day 3 · Unit 3 · Standards: CD 3.a

Focus	Strategy generation.
Learning target	"I can try something hard."
Vocabulary in use	hard, tricky, difficult
Local date	_____

Learning sequence

Circle: what could you do? Model: teacher lists three strategies. Practice: children name strategies. Play: strategy chart.

Check for understanding

Child names a strategy for difficulty.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 44 — Taking a Break and Coming Back

Week 9, Day 4 • Unit 3 • Standards: CD 3.a

Focus	Strategic pausing.
Learning target	"I can try something hard."
Vocabulary in use	hard, tricky, difficult
Local date	_____

Learning sequence

Circle: a break is not quitting. Model: teacher pauses and returns. Practice: children pause and return. Play: challenge station.

Check for understanding

Child returns to a task after a break.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 45 — Our Tricky Things Chart

Week 9, Day 5 • Unit 3 • Standards: CD 3.a

Focus	Normalising struggle.
Learning target	"I can try something hard."
Vocabulary in use	hard, tricky, difficult
Local date	_____

Learning sequence

Circle: what is tricky for you? Model: teacher shares hers. Practice: children add to a chart. Play: chart posted.

Check for understanding

Child names something tricky for them.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

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- This is a **digital download**. Nothing is shipped.
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